

WHAT ARE YOU DOING FOR YOUR BOY?

During the present month many parents are looking carefully into the question of schools. Some feel for various reasons that a change in school is necessary, and others are confronted with the problem of choosing a school for the first time. The question of private versus public schools should not be suggestive of any antagonism; both types are doing effective work. At the present time the public schools in Greater New York are notoriously inadequate to accommodate the vast numbers of pupils who apply for entrance, and it is partly this situation that has led in the past to the opening of more private schools. The danger, however, in choosing a private school that is not endowed lies in the fact that some private schools are run merely as business enterprises. The time is not far distant when every private school will be under as strict a supervision as the public schools.

It should not be considered a mark of snobbishness to send a boy to a private school; there is just as much democracy among private school boys as among public school boys. In a private school of a democratic type there is every advantage for the right kind of boy. Education is purely a giving, and the school that offers the best opportunities to the growing boy is performing an important task.

BURROUGHS SCHOOL lays emphasis on the training of the small boy, by supervising his play as well as his work. Its primary department has only a morning session; the rest of the day is given over to play, and to that most instructive part of school work—manual training. The boys are taught how to use tools and spend two afternoons a week indoors learning to make useful and amusing objects. The other afternoons are spent in the open air in games under the eye of a master, for many little chaps have to be taught how to play.

The school takes care of its little boys all day long, with just enough work and plenty of play to help parents solve that most difficult problem—what to do with the small boy in a big city like New York.

The older boys have the free use of a thoroughly equipped private gymnasium and swimming pool under the supervision of trained instructors and every boy who enters the school is given free of charge a rigid physical examination by the school physician. The pool and the gymnasium adjoin the school property in the rear and are reached by a private entrance, thus placing an unexcelled equipment practically under the same roof.

Study hours are held each afternoon after

the close of school in charge of the masters who remain until 5 P. M. in order to give help to any boys who have failed in their lessons, or who prefer to do their work for the next day before going home.

The school does not charge extra for private tutoring by its own masters, thus eliminating a possible element of favoritism. There is no extra charge of any sort. Stationery and school supplies are free; books are lent.

The spirit of the entire school is hard work and hard play. The number of boys in each class is restricted. No cramming methods are allowed. There should be no short cut to learning, for undue haste in schooling means a sacrifice in scholarship.

The aim of the school is to earn a reputation of being just as good as a public school. It stands for thoroughness in all things, for scholarship that is sound, and for a democracy that is the heritage of every true American boy.

The building is now open for inspection from 9 to 5 daily, and visitors are cordially welcomed. The Schools Secretary will make appointments for any parents who may wish personally to talk with the headmaster. The school telephone is 2536 Bryant.

BURROUGHS SCHOOL,
22 West 45th Street, N. Y. City.

GIRLS' SCHOOLS CHANGE MANY NEW METHODS.

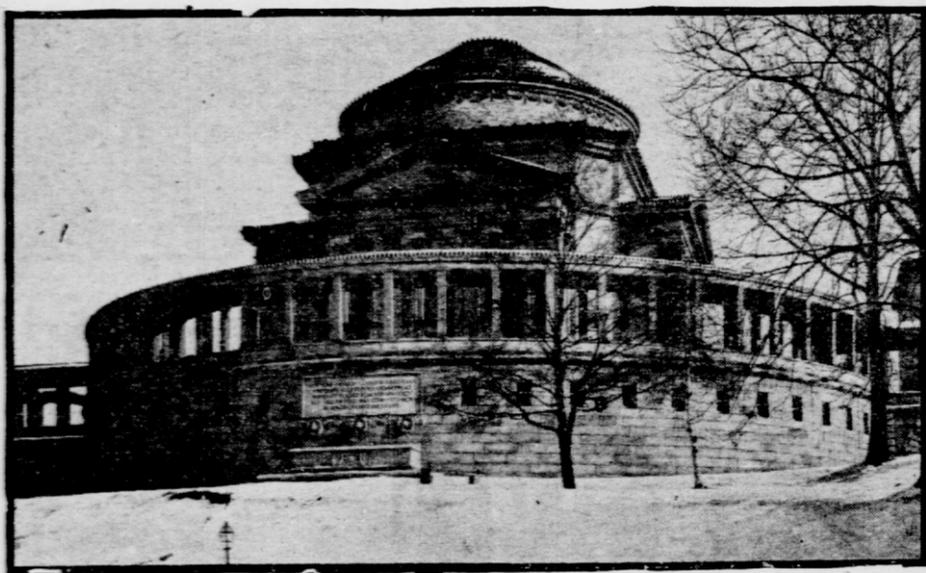
Old Fashioned Finishing Schools No Longer Seen.

In the last generation it was the custom to send girls to finishing schools, as they were called, to cultivate in them the social graces supposed to be obtainable in no other way before the young lady's entrance into the world of fashion to flutter away her butterfly existence before being caught in the net of matrimony. That was the prime purpose of schools for girls in those days. Few girls went to the colleges that were already established, and those who did soon became known as blue stockings, no matter how pretty they might be, for a woman in search of higher education was regarded by the average man, even, or perhaps, especially, by her brothers and her father, as a sort of a freak.

Those schools, excellent in their way, taught the polite accomplishments, instilling the ability to play some sort of a musical instrument in passable fashion, to sing indifferently and to speak enough French to be able to understand a few Gallic phrases in a novel, or, perhaps, to order a meal in a French restaurant. There were other courses in the curricula of those schools, but they were not numerous, and were of the same general character.

Vast has been the development in the last ten or fifteen years. Girl nature, like boy nature, is much the same as it always was, but the schools have changed, and vastly for the better. They really try to do something now for the girls who come to them, preparing them for college, or, if they are not going to college, making them ready for life in much more sensible fashion than used to be the case, teaching things likely to be useful to those anxious to be able to talk about the affairs of the world with intelligence, and supplying the foundation of a real education.

Women go to college in far greater proportion than they did a few years ago. They are shaking off the fetters of man's intellectual domination, preparing themselves to meet the sterner sex with brains as highly developed as its own, and generally working havoc with preconceived notions of girlhood. In this development the girls' school has borne its part, as it was inevitable that it should do, following the demand for something more than a school that served simply to tell a girl what she should do to be successful in the briefest, most frivolous



THE LIBRARY AND HALL OF FAME, NEW YORK UNIVERSITY.

and, withal, perhaps, the most enjoyable period of her life.

The passing of such a preparation would be a matter for regret had it not brought its own compensation. The college girl, like the college boy, soon loses her affectations, and then she is just as sweet and winsome and girlish as her sisters of a score of years ago. The fact that she knows more than they do does not preclude her from knowing all the little arts and graces that were the sole stock in trade of the belles of that day, and simply serves to make her more attractive, not less.

So the girl's school to-day is something out of the experience of the mothers of the pupils it serves. She has to readjust a lot of her ideas before she can quite understand that her daughter is being benefited by donning knickerbockers or a very short skirt and playing basketball. The things that are taught, and the ways of teaching them, too, are very different from those the mother remembers, and she finds it hard to believe that they are right until she looks upon examples of the finished product, in the daughters of her neighbors, in college, perhaps, or through with that final phase of their formal education, ready and able, if necessity arise, to shift for themselves, and do it mighty well.

The question of choice between a boarding school and a day establishment, hard sometimes in the case of boys, is harder still when a girl

is involved. Usually the reasons for sending a boy away from home are easily understood and cogent ones, but it is likely to be different with a girl. Nevertheless, girls enjoy their time at a boarding school, as a rule, and the experience is valuable in many ways in later life. There firm friendships, which endure for life, are often formed, and, of course, for the girl who is later to go to college, the advantages of the preliminary experience at a good boarding school are obvious.

But the choice must be dependant upon the individual case, of course, and no positive rule can be laid down that will serve in every instance. What is desirable in one case will be wholly out of the question in another, apparently similar though they may be, and each parent, when the time comes, must decide on the facts as they appear. It may be wise to send one sister away and, a year or two later, to keep another at home.

EVE'S APPLE.

Among the botanical curiosities of Ceylon is a fruit supposed to bear the mark of Eve's teeth. The tree on which it grows is known by the significant name of "the forbidden fruit" or "Eve's apple tree."

The blossom has a very pleasant scent, but the really remarkable feature of the tree, the one to which it owes its name, is the fruit. Orange on the outside and deep crimson within, each fruit has the appearance of having had a piece bitten out of it. This fact, together with its poisonous quality, led the Mahometans to represent it as the forbidden fruit of the Garden of Eden.—Harper's Weekly.

MANY BUSINESS SCHOOLS

Care Needed in Choice, Owing to Laxity of Methods of Some of Them.

Business schools should be investigated with great care by those whose intention it is to avail themselves of this excellent means of preparation for a commercial career. The good ones, advertising legitimately and extensively, serve to exploit, without intention or desire so to do, others with inadequate equipment, which, while offering to place their graduates, have no such standing in the business world as to enable them invariably to carry out their promises.

The first class business colleges or schools give a thorough grounding in bookkeeping, stenography, typewriting, business arithmetic and in elementary business methods, enabling their graduates to get work in which they have a chance to advance themselves and quickly improve their earning capacity. The character of their graduates for a number of years has convinced business houses that from these schools they may expect employes of the sort they desire, and, therefore, when they want new clerks or stenographers they send to them first and make their wants known. Thus the first class business college is in a position to guarantee, with some reason, work to those who complete its course in a satisfactory way.

The schools less firmly founded are also good, in many cases, but some are unscrupulous, and, attracting a few pupils, give them the smatterings of a business education and then turn them adrift, making, perhaps, half hearted efforts to obtain work for them. That is why it is necessary to exercise a good deal of care in the selection of a place for business training, for otherwise time and money that can probably ill be spared will be thrown away.

It is certain that the investment of time and money in a course in one of the really good schools, which are numerous enough to take care of all the pupils likely to come to them, is never wasted. It does not prevent any one from starting as a beginner, that being an educational problem that never has and never will be solved, but it does shorten the probationary period and enable the beginner to pass into the experienced class in a much shorter time.

A MECCA FOR ARTISTS.

For the young painter, architect or sculptor back from abroad with the foundations of his artistic career safely and solidly laid, New York is an ideal place. Here he can find always the inspiration he seeks and needs in his work, with the masterpieces always before his eyes, urging him on to emulation and to surpassing what he has done before. Always before him will be the great things that others have done, a splendid and accessible standard of comparison, by which he can measure his own growth and see where his efforts are leading him.